

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION





2017-2018 Consolidated Federal and State Grant Application (CFSGA) Workshop

- April 25 & 26, 2017- Idaho Falls
- April 27 & 28, 2017- Twin Falls
- May 3, 2017 - Coeur d'Alene
- May 10 & 11, 2017- Nampa



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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STATE EDUCATIONAL AGENCY (SEA) RESPONSIBILITY

Federal Programs Allocations:

The U.S. Department of Education requires SEAs to ensure that LEAs use federal program funds as required.

- Consolidated Federal and State Grant Applications
- Federal Programs Monitoring
- Technical Assistance



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TEAM GOAL:

All Local Education Agencies (LEAs) submit an “approvable” Consolidated Federal and State Grant Application (CFSGA) no later than June 30, 2017.

All LEAs will have spending authority for all federal funds as of July 1, 2017.



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CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

<http://apps.sde.idaho.gov/CFSGA/Home/Home>

or

<http://www.sde.idaho.gov/federal-programs/basic/>

Title I-A Annual Performance Report | →

Title I-A School Status | →

Consolidated Federal and State Grant Application (CFSGA) | →

Idaho Department of Education Website: www.sde.idaho.gov



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CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

Log On



DEPARTMENTS COMMUNICATIONS

 **IDAHO**
STATE DEPARTMENT OF EDUCATION

[Log On](#)
Consolidated Federal and State Grant Application - Beta

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Consolidated Federal and State Grant Application - Beta



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CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

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2017-2018

[Change Year](#)

[Prior year \(new window\)](#)



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IDAHO DISTRICT CONTACT INFORMATION (IDCI)

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2016-2017

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CALDWELL DISTRICT (132)

Status: Not Submitted

[Title I-A College & Career Ready](#)
[Select Schools](#)
[Consolidated Schoolwide Budgets](#)
[Title I-C Migrant Education](#)

District Info

District	CALDWELL DISTRICT
Mailing Address	1502 Fillmore Street
Street Address	1502 Fillmore Street
City	Caldwell
Zip Code	83605-4254
Phone Number	(208) 455-3300
Fax Number	

Make sure roles are assigned and up to date!

District Contacts

Role	Name	Job Title	Email Address	Phone	Location (click for address)
Title IX Personnel	Dawn E Jensen	Data Coordinator, Federal Projects	diensen@caldwellschools.org	Main Business: 2084553300	ADMINISTRATION BUILDING CALDWELL DISTRICT (3132)
Consolidated Grants Manager	April L Burton	Director of Business Services	aburton@caldwellschools.org	Main Business: 2084553300 x2254	ADMINISTRATION BUILDING CALDWELL DISTRICT (3132)
Superintendent	Norma Shalene French	Superintendent	nfrench@caldwellschools.org	Main Business: 2084553300	ADMINISTRATION BUILDING CALDWELL DISTRICT (3132)
Title I-A Basic Education Coordinator	Jodie M. Mills	Federal Programs Director	jmills@caldwellschools.org	Main Business: 2084553300 Cell or Mobile:	ADMINISTRATION BUILDING CALDWELL DISTRICT (3132)



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CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION COMMENTS

CALDWELL DISTRICT (132)

Status: Not Submitted

Title I-

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Title I-

Title II

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Title II

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Title V

Transf

Title V

School

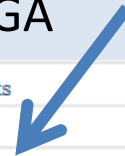
Combined Budgets

IDCI Contacts

Comments

Submit

The comments
link is the place
where the LEA
and SDE
communicate
on all programs
within the
CFSGA



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS

CALDWELL DISTRICT (132)

Status: Not Submitted

Select Schools REMOVED- All your schools should be prepopulated.

Select Schools

Consolidated Schoolwide
Budgets



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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ANNOUNCEMENT

Since the U.S. Department of Education (US ED) will not be able to release 2017-18 Federal preliminary allocations until late Spring at the earliest, the SDE has decided not to wait.

Because of this, **2016-17 amounts in combination with new formulas** were used as a basis for estimating **2017-18** allocations.

When the US ED releases **2017-18** preliminary allocations (hopefully by June), all changes will be reflected in the **2017-18 CFSGAs** immediately.

All LEAs will be notified via e-mail. Please expect either increase or decrease.

Thank you for your flexibility and understanding.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS ALLOCATION & SET ASIDE TAB

2017-2018

[Change Year](#)

[Prior year \(new window\)](#)

**CALDWELL
DISTRICT (132)**

(read only)
Status: Not Submitted

[Equitable Services](#)

**Title I-A Improving Basic
Programs**

[Consolidated Schoolwide
Budgets](#)

[Title I-C Education of Migratory
Children](#)

[Title II-A Supporting Effective
Instruction](#)

Important!

**Title I-A Allocation to Schools
tab MUST be completed before
moving to Equitable Services.
The Allocation to Schools tab
includes all data necessary for
Title I-A and Title II-A Equitable
Services to Private Schools
calculations.**



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION & SET ASIDES TAB

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CALDWELL
DISTRICT (122)

[Allocation
& Set Asides](#)[Allocation
to Schools](#)[Title I-A
Budget](#)[Action
Plan](#)[Certification](#)

Title I-A Improving Basic Programs for fiscal 2017-2018

Best viewed in 1280 X 1024 resolution.

Allocations

Allocation for 2017-2018	
Carry-over From Previous Year as of 9/30/2017	
Re-allocation from 2016-2017	
Total Allocations	



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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION & SET ASIDES TAB

- The salmon colored cells are pre-populated and cannot be changed.
- The white cells, such as carryover, need to be populated by the LEA.

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2017-2018
Change Year
Prior year (new window)

Title I-A Improving Basic Programs for fiscal 2017-2018

Best viewed in 1280 X 1024 resolution.

Allocations

	Title I-A	
Allocation for 2017-2018	\$2,291,943	
Carry-over From Previous Year as of 9/30/2017	\$0	Limited to no more than 15% of previous year's allocation. Click here to use the Carryover Calculator.
Re-allocation from 2016-2017	\$0	
Total Allocations	\$2,291,943	Total available for 2017-2018 Title I-A programs.

Bring the LEA Title I-A carryover amount to the CFSGA workshop!



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TITLE I-A IMPROVING BASIC PROGRAMS ALLOCATION & SET ASIDES TAB



Enter your estimated carryover balance as of September 30, 2017. If this is the first time estimating carryover from prior year, or you would like to refresh your memory, there will be a separate webinar “Carryover and Obligation” available on the SDE website.



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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION & SET ASIDES TAB

The salmon colored cells are pre-populated and cannot be changed. The white cells need to be populated by the LEA.

Less Set-Asides

	Title I-A	
Homeless	\$5,730	Based on Need; however the minimum set-aside must be at least ¼ of 1% of the allocation; All LEAs
Neglected ()	\$0	
Parent Involvement	\$22,919	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$500	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$2,200	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100% Set-Aside - LEA Budget - Elementary
Equitable Services for Private Schools	\$0	Am and
Indirect Costs	\$2,000	Mu
Other Activities Description: test	\$20,000	I.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$129,749	

The Equitable Services Set-Aside will be blank until after the Allocation to Schools tab has been completed.

Add Other Activities Description in Text Box



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EQUITABLE SERVICES FOR PRIVATE SCHOOLS

Title I-A Allocation to Schools tab **MUST** be completed before moving to Equitable Services. The Allocation to Schools tab includes all data necessary for Title I-A and Title II-A Equitable Services to Private Schools calculations.



2017-2018
Change Year
Prior year (new window)
CALDWELL DISTRICT (132)
(read only)
Status: Not Submitted
Equitable Services
Title I-A Improving Basic Programs
Consolidated Schoolwide Budgets



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE IX-A HOMELESS CHILDREN AND YOUTHS

Less Set-Asides

	Title I-A	
Homeless	\$5,730	Based on Need; however the minimum set-aside must be at least ¼ of 1% of the allocation; All LEAs
Neglected ()	\$0	

Monitoring Indicator III.A.65

- Based on Need
- Required minimum set-aside is ¼ of 1% of your Title I allocation
- Set-aside amount MUST be identified in your Title I budget with dollar amounts matching



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION & SET ASIDES TAB

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2017-2018

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CALDWELL
DISTRICT (132)

Status: Not Submitted

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[Title III-A English Language Acquisition](#)
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[Title IV-A Student Support and Academic Enrichment](#)

Carry over from previous years of allocation

\$0

[Click here to use the Carryover Calculator.](#)

Re-allocation from 2016-2017

\$0

Total Allocations

\$2,291,943

Total available for 2017-2018 Title I-A programs.

Less Set-Asides

	Title I-A	
Homeless	\$5,730	Based on Need; however the minimum set-aside must be at least ¼ of 1% of the allocation; All LEAs
Neglected ()	\$0	
Parent Involvement	\$22,919	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$500	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$2,200	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.
Equitable Services for Private Schools	\$31,184	Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec. 1117(a) (4) (A)(i))
Indirect Costs	\$2,000	Must be budgeted in the Title I-A Budget tab.
Other Activities Description: test	\$20,000	I.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$84,533	

Amount Available to Schools

Title I-A	
\$2,207,410	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.

Print Preview

Save



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION & SET ASIDES TAB

Allocations

	Title I-A	
Allocation for 2017-2018	\$2,291,943	
Carry-over From Previous Year as of 9/30/2017	\$0	Limited to no more than 15% of previous year's allocation. Click here to use the Carryover Calculator.
Re-allocation from 2016-2017	\$0	
Total Allocations	\$2,291,943	Total available for 2017-2018 Title I-A programs.

Less Set-Asides

	Title I-A	
Homeless	\$5,730	Based on Need; however the minimum set-aside must be at least ¼ of 1% of the allocation; All LEAs
Neglected ()	\$0	
Parent Involvement	\$22,919	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must g
Teacher Incentives - Optional	\$500	Up to 5% to provide incentives & rewards to teachers to work in Title I schoc
Administrative Costs	\$2,200	Up to 10% of allocation. Additional information will be required if total admin 200 Benefits section.
Equitable Services for Private Schools	\$76,400	Amount set aside to provide Equitable Services to eligible private school chi from the Equitable Services page. (Required under ESSA, Sec.1117(a) (4) (
Indirect Costs	\$2,000	Must be budgeted in the Title I-A Budget tab.
Other Activities Description: test	\$20,000	I.e. summer school, professional development, extended day program, early
Total Amount of Set-Asides	\$129,749	

This amount represents the Title I-A allocation less the total set-asides. This amount will need to match the total in the Allocation to Schools tab.

This amount will change after you complete the Allocation to Schools tab IF you have Equitable Services to Private Schools.

Amount Available to Schools

Title I-A	
\$2,162,194	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.



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TITLE I-A IMPROVING BASIC PROGRAMS

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2017-2018

Change Year

Prior year (new window)

CALDWELL
DISTRICT (132)

Status: Not Submitted

Equitable Services

Title I-A Improving Basic
Programs

Consolidated Schoolwide
Budgets

Title I-C Education of Migratory
Children

Title II-A Supporting Effective
Instruction

English Learner Program

Title III-A English Language
Acquisition

Title III-A Immigrant Education
Program

Title IV-A Student Support and
Academic Enrichment

Carry over from previous years of allocation

\$0

[Click here to use the Carryover Calculator.](#)

Re-allocation from 2016-2017

\$0

Total Allocations

\$2,291,943

Total available for 2017-2018 Title I-A programs.

Less Set-Asides

	Title I-A	
Homeless	\$5,730	Based on Need; however the minimum set-aside must be at least ¼ of 1% of the allocation; All LEAs
Neglected ()	\$0	
Parent Involvement	\$22,919	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
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Indirect Costs	\$2,000	Must be budgeted in the Title I-A Budget tab.
Other Activities Description: test	\$20,000	I.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$84,533	

Amount Available to Schools

Title I-A	
\$2,207,410	Total amount available to schools with this amount.

Print Preview

Save

Don't
forget!



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION TO SCHOOLS TAB

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program / School Improvement Status	Total PPA	Allocation	Total School Allocation
Name: LEWIS AND CLARK ELEMENTARY (0076) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: <input type="text" value="50"/> Children in Attendance Area: <input type="text" value="100"/> % Low Income: 50.00 %	School Eligibility: <input type="text" value="Eligible"/> Program Type: <input type="text" value="Schoolwide"/> School Improvement: <input type="text" value="Missed"/>	<input type="text" value="\$3,638"/>	Suggested: <input type="text" value="\$181,900"/> Actual: <input type="text" value="\$181,900"/>	<input type="text" value="\$181,900"/>

Know the student count for each school as well as low income information. (Free/Reduced, CEP) This information is needed for ALL schools.

CEP Guidance Document (March 2015) is available at <http://www.sde.idaho.gov/federal-programs/basic/files/law/Community-Eligibility-Provision-Guidance.pdf>



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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION TO SCHOOLS TAB

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program / School Improvement Status	Total PPA	Allocation	Total School Allocation
Name: SACAJAWEA ELEMENTARY SCHOOL (0457) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: <div style="border: 1px solid black; padding: 2px; display: inline-block;">65.6</div> Children in Attendance Area: <div style="border: 1px solid black; padding: 2px; display: inline-block;">100</div> % Low Income: 65.60%	School Eligibility: <div style="border: 1px solid black; padding: 2px; display: inline-block;">Eligible</div> ▼ Program Type: <div style="border: 1px solid black; padding: 2px; display: inline-block;">Schoolwide</div> ▼ School Improvement: <div style="border: 1px solid black; padding: 2px; display: inline-block;">Focus</div> ▼			

Community Eligibility Provision (CEP) schools: **Do not** assume 100% for all CEP schools!

Use “Base” year count multiplied by 1.6

Ex: Sacajawea El. identified 41 eligible children and applied for CEP in 2015 (base year)

$$41 \times 1.6 = \underline{65.6} \text{ for 17-18 CFSGA}$$

Note: Total low income percentage should not exceed 100%



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION TO SCHOOLS TAB

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program / School Improvement Status	Total PPA	Allocation	Total School Allocation
Name: LEWIS AND CLARK ELEMENTARY (0076) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: <input style="width: 50px;" type="text" value="50"/> Children in Attendance Area: <input style="width: 50px;" type="text" value="100"/> % Low Income: 50.00 %	School Eligibility: <input style="width: 100px;" type="text" value="Eligible"/> ▼ Program Type: <input style="width: 100px;" type="text" value="Schoolwide"/> ▼ School Improvement: <input style="width: 50px;" type="text" value="Missed"/> ▼	<input style="width: 80px;" type="text" value="\$3,638"/>	Suggested: <input style="width: 80px;" type="text" value="\$181,900"/> Actual: <input style="width: 80px;" type="text" value="\$181,900"/>	<input style="width: 80px;" type="text" value="\$181,900"/>

Identify each school as Eligible, Not Eligible, Feeder pattern, or Special Exception

Identify School Improvement Status: Met all targets, Missed one or more targets, Priority School, or (Comprehensive School)

Identify Program Type as Schoolwide, Consolidated Schoolwide, Targeted Assistance, Feeder Pattern, or Not Serving



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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On the SDE homepage, www.sde.idaho.gov, click on the ISEE button toward the bottom of the page.



The screenshot displays the SDE homepage layout. At the top, a navigation bar features four categories: Schools (Programs for personnel supporting schools), Students (Resources geared to help students achieve), Parents (Education programs to help your child achieve), and Community (Community resources supporting education). Below this is a grid of 15 program buttons. A large red arrow points to the 'ISEE' button in the top-left of the grid. The grid includes buttons for: ISEE, Advanced Opportunities, Assessment, Certification & Professional Standards, Child Nutrition, English Learner & Migrant Ed, Federal Programs, Idaho Content Standards, Indian Education, Mastery Education, Public School Finance, Response to Intervention, School Choice, Special Education, and Student Transportation. The footer contains four columns: 'About SDE' (describing the agency's role), 'SDE Links' (listing administrative rules, communications, etc.), 'Helpful Links' (listing educational directory, jobs, etc.), and 'Contact SDE' (providing address, phone, and email information).

Schools
Programs for personnel supporting schools

Students
Resources geared to help students achieve

Parents
Education programs to help your child achieve

Community
Community resources supporting education

ISEE

ADVANCED OPPORTUNITIES

ASSESSMENT

CERTIFICATION & PROFESSIONAL STANDARDS

CHILD NUTRITION

ENGLISH LEARNER & MIGRANT ED

FEDERAL PROGRAMS

IDAHO CONTENT STANDARDS

INDIAN EDUCATION

MASTERY EDUCATION

PUBLIC SCHOOL FINANCE

RESPONSE TO INTERVENTION

SCHOOL CHOICE

SPECIAL EDUCATION

STUDENT TRANSPORTATION

About SDE
The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and ...
[Read About SDE](#) ➔

SDE Links
➤ Administrative Rules
➤ Communications
➤ Contracting Opportunities
➤ Departments
➤ Employee Resources
➤ Job Openings

Helpful Links
➤ Educational Directory
➤ Educational Jobs
➤ Educational Resource Library (ERL)
➤ Career & Technical Education
➤ State Board of Education
➤ State of Idaho

Contact SDE
Idaho State Department of Education
650 West State Street
Boise, ID 83702
☎ (208) 332-6800
✉ (208) 334-2228
✉ info@sde.idaho.gov
[SDE Contact Details](#) ➔

Click on the ISEE Portal button.



The screenshot shows the Idaho State Department of Education (IDaho) website. The header includes the IDaho logo and navigation links for Menu, Search, and Language. The breadcrumb trail indicates the path: Home / Departments / Technology Services / Idaho System for Educational Excellence (ISEE). The main heading is "Idaho System for Educational Excellence (ISEE)". Below this, a paragraph explains that the IDaho State Department of Education has created the ISEE, a K-12 Longitudinal Data System, which supports budgeting processes, data submissions, and delivers information to educational stakeholders to create data-driven decisions. A large red arrow points to the "Idaho System for Educational Excellence (ISEE) Portal" button. Below the button, there are three highlight boxes: "INSTRUCTIONAL MANAGEMENT SYSTEM", "GETTING STARTED WITH ISEE", and "DATA MONTHLY SUBMISSION SCHEDULES". At the bottom, there are tabs for Files, FAQs, Training, and Links. The right sidebar contains sections for Technology Services, Archives, Events, Contact Details, Support Desk, and Staff.

IDAHO
STATE DEPARTMENT OF EDUCATION

Home / Departments / Technology Services / Idaho System for Educational Excellence (ISEE)

Idaho System for Educational Excellence (ISEE)

The Idaho State Department of Education has created the Idaho System for Educational Excellence (ISEE), a K-12 Longitudinal Data System, which supports our budgeting processes, data submissions, and delivers information to educational stakeholders to create data driven decisions.

Idaho System for Educational Excellence (ISEE) Portal →

HIGHLIGHTS

- INSTRUCTIONAL MANAGEMENT SYSTEM
- GETTING STARTED WITH ISEE
- DATA MONTHLY SUBMISSION SCHEDULES

Files **FAQs** **Training** **Links**

Resource Files

Technology Services »

- > Idaho System for Educational Excellence (ISEE)
Archives
- > Broadband Program
- > High School Wireless Project
- > E-Rate


Archives »
Events »

Contact Details

Support Desk
(208) 332-6987
support@sde.idaho.gov

Staff »

Select your district and sign in.



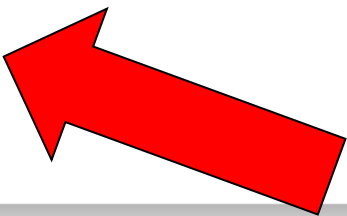
WELCOME TO THE IDAHO STATE DEPARTMENT OF EDUCATION LOG ON SCREEN

Please select your appropriate Organization from the drop down list, per the instructions below.

- Students – select the “Student” option
- Employees of the State Dept. of Education – select “SDE”
- District users – select your respective District name
- If your District name is not present – select “Other”
- All other users (including non-District) – select “Other”

-- Select Organization --

Continue to Sign In



State Board of Education Employee Resources State of Idaho Privacy Policy Contact Us

850 West State Street, PO Box 83720 Boise, Idaho 83720-0027
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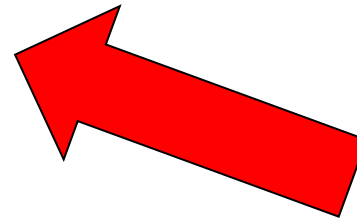
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Click on School Improvement Plan and Application. This has not been added to the Portal Home applications yet.

tcarter@edu.id

 **IDAHO**
STATE DEPARTMENT OF EDUCATION

Log Out

IDAHO EDUCATIONAL PORTAL

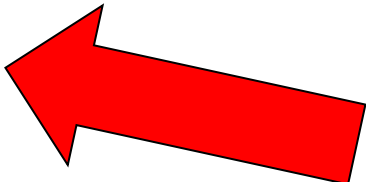
All Sites Advanced

Portal Home ▶ Home

PORTAL HOME

MY APPLICATIONS

- Annual Performance Report Application
- CFSGA
- Cohort Final Year Graduation Rate Appeals
- Homeless SubGrant
- IDCI - Idaho District Contact Information
- Staff Evaluation Data Collection Application
- Title I-D subpart 1 and subpart 2
- Schoolwide Improvement Plan and Application



School Improvement Plan and Application

DEPARTMENTS COMMUNICATIONS



Log On
School Improvement Application

Links

Home
Frequently Asked Questions
(PDF)

2017-2018

Change Year

ABERDEEN DISTRICT (058)

Status: Not Submitted

District

ABERDEEN MIDDLE SCHOOL
(0299)

ABERDEEN HIGH SCHOOL
(0036)

Actions

Select District

At A Glance

More Info

School Improvement Plan Application: Comprehensive Support and Improvement - B

Welcome to the School Improvement Plan Application. This is the LEA's application for the their school improvement plan and Federal school improvement funds. The application process includes completing a budget and a plan for the funds. The completed application must be submitted by the end of June each year. Budgets and plans will be reviewed by the program coordinators. A notification letter will be sent to each LEA upon approval of their application. If there are any revisions required, they must be completed before a notification letter is issued and money can be accessed in the Grant Reimbursement Application (GRA).

We appreciate the work and cooperation of each LEA and identified school in this process. Our coordinators are willing to provide technical assistance at any time. For assistance, please contact the State School Improvement Administrator at SchoolImprovementAdministrators@sde.idaho.gov. A link to the Comment section is also located in the LEA's left navigation menu. The comment section stores The LEA's and the SDE's communications concerning the plan during the application review and approval process as well as any necessary communications during the year.

Click here for School
[Improvement](#) Application

School Improvement Plan and Application

DEPARTMENTS COMMUNICATIONS



Log On
School Improvement Application

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[Frequently Asked Questions \(PDF\)](#)

2017-2018

[Change Year](#)

ABERDEEN DISTRICT (058)

Status: Not Submitted

District

ABERDEEN MIDDLE SCHOOL
(0299)

ABERDEEN HIGH SCHOOL
(0036)

Actions

[Select District](#)

At A Glance

More Info

School Improvement Plan Application: Comprehensive Support and Improvement - B

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Click here for School
[Improvement Application](#)

School Improvement Plan and Application

DEPARTMENTS COMMUNICATIONS



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STATE DEPARTMENT OF EDUCATION

Log On

School Improvement Plan
Application: Comprehensive

District ABERDEEN DISTRICT

Links

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Frequently Asked Questions
(PDF)

2017-2018

Change Year

ABERDEEN
DISTRICT (058)

Status: Not Submitted

District

ABERDEEN MIDDLE SCHOOL
(0299)

ABERDEEN HIGH SCHOOL
(0036)

Actions

Select District

State Sponsored
Services

School App
Status

Schools and
Allocations

Print Preview

School Name	Status	Action
ABERDEEN MIDDLE SCHOOL (0299)	Submitted 2/17/2017	
ABERDEEN HIGH SCHOOL (0036)	In Progress	



School Improvement Plan and Application

DEPARTMENTS COMMUNICATIONS



IDAHO
STATE DEPARTMENT OF EDUCATION

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[Frequently Asked Questions \(PDF\)](#)

2017-2018

[Change Year](#)

ABERDEEN DISTRICT (058)

Status: Not Submitted

[District](#)

[ABERDEEN MIDDLE SCHOOL \(0299\)](#)

[ABERDEEN HIGH SCHOOL \(0036\)](#)

Actions

[Select District](#)

District - ABERDEEN DISTRICT

State Sponsored
Services

School App
Status

Schools and
Allocations

Print Preview

School Name	Status
ABERDEEN MIDDLE SCHOOL (0299)	Submitted 2/17/2017
ABERDEEN HIGH SCHOOL (0036)	In Progress

State Board of Education State of Idaho

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School Improvement Plan and Application

Links

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[Frequently Asked Questions \(PDF\)](#)

2017-2018

[Change Year](#)

ABERDEEN DISTRICT (058)

[Status: Not Submitted](#)

[District](#)

[ABERDEEN MIDDLE SCHOOL \(0299\)](#)

[ABERDEEN HIGH SCHOOL \(0036\)](#)

Actions

[Select District](#)

ABERDEEN HIGH SCHOOL (0036)

Needs Assessment

Plan Components

State Sponsored Services

Use of Funds

Annual Budget

Upload Files

Preview

Are you applying for School Improvement funding to help implement and support the comprehensive support and improvement plan?

☒ Yes

☐ No

1. Please include and describe one or more evidence based interventions that will be used to improve student outcomes in the school [Show/Hide Examples](#)

Intervention Description	How the intervention meets the definition of "Evidence Based"	Remove
<input type="text" value="Intervention Description"/>	<input type="text" value="How the intervention meets the definition of 'Evidence Based'"/>	<input type="checkbox"/>
<input type="text" value="Intervention Iivhjghjghjghjg"/>	<input type="text" value="definition toojkyjkhjklhjk"/>	<input type="checkbox"/>

2. Describe the process for identifying and addressing resource inequities at the school and district level in respect to:

(A) Disproportionate rates of ineffective, out of field or inexperienced teachers identified by the State and LEA

(B) Disproportionate per pupil expenditures of Federal, State, and local funds

School Improvement Plan and Application



Log On

School Improvement
Application: Co

Links

Home
Frequently Asked Questions
(PDF)

2017-2018

Change Year

ABERDEEN
DISTRICT

Status: Not Submitted

District

ABERDEEN MIDDLE SCHOOL
(0299)

ABERDEEN HIGH SCHOOL
(0300)

Actions

Select District

ABERDEEN HIGH SCHOOL (0036)

Needs
Assessment

Plan
Components

State
Sponsored
Services

Use
of
Funds

Annual
Budget

Upload
Files

Print Preview

Allocation for 2017-2018	\$50,000
Carry-over from previous year as of 9/30/2017	\$0
Total Allocation	\$50,000

Obj.Code	Description	2017-2018
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	Amount: \$25,000 Description: Salarieshjkjhkhkhkhkhkhkhkhkh
200	Employee Benefits	Amount: \$0 Description:
300	Purchased Services (non travel)	Amount: \$12,000 Description: Purchased Services (non travel) hjkhljk
380	Travel Expense	Amount: \$11,500 Description: Travel Expense ghjkgghjk
400	Supplies & Materials	Amount: \$0 Description:

The Future of the WISE Tool

- The Idaho State Department of Education will **not renew** the 2017-2018 WISE Tool contract with Indistar due to a substantial fee increase.

Indistar Options

- Individual districts may continue with Indistar WISE Tool
 - \$1000 per year for the district subscription, plus
 - \$1000 per school (up to 10 in the district) or
 - \$10,000 (11-25 schools in the district), or
 - \$15,000 (26-50 schools in the district).

Effective 9.30.2017, the ISDE will no longer support/fund the Indistar WISE Tool

SCHOOLWIDE PROGRAM

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program / School Improvement Status	Total PPA	Allocation	Total School Allocation
Name: LEWIS AND CLARK ELEMENTARY (0076) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: <input type="text" value="50"/> Children in Attendance Area: <input type="text" value="100"/> % Low Income: 50.00 %	School Eligibility: <input type="text" value="Eligible"/> Program Type: <input type="text" value="Schoolwide"/> School Improvement: <input type="text" value="Missed"/>	<input type="text" value="\$3,638"/>	Suggested: <input type="text" value="\$181,900"/> Actual: <input type="text" value="\$181,900"/>	<input type="text" value="\$181,900"/>

Note: All Schoolwide Programs will be completing and submitting an Every Student Succeeds Act (ESSA) Schoolwide Plan based on the school's Comprehensive Needs Assessment during the 2017-18 School Year.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION TO SCHOOLS TAB

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program / School Improvement Status	Total PPA	Allocation	Total School Allocation
Name: LEWIS AND CLARK ELEMENTARY (0076) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: <input type="text" value="50"/> Children in Attendance Area: <input type="text" value="100"/> % Low Income: 50.00 %	School Eligibility: <input type="text" value="Eligible"/> Program Type: <input type="text" value="Schoolwide"/> School Improvement: <input type="text" value="Missed"/>	<input type="text" value="\$3,638"/>	Suggested: <input type="text" value="\$181,900"/> Actual: <input type="text" value="\$181,900"/>	<input type="text" value="\$181,900"/>

Total Per Pupil Allocation (PPA) = Actual School Allocation ÷ # of Low Income Students



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION TO SCHOOLS TAB

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program / School Improvement Status	Total PPA	Allocation	Total School Allocation
Name: LEWIS AND CLARK ELEMENTARY (0076) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: <input type="text" value="50"/> Children in Attendance Area: <input type="text" value="100"/> % Low Income: 50.00 %	School Eligibility: <input type="text" value="Eligible"/> Program Type: <input type="text" value="Schoolwide"/> School Improvement: <input type="text" value="Missed"/>	<input type="text" value="\$3,638"/>	Suggested: <input type="text" value="\$181,900"/> Actual: <input type="text" value="\$181,900"/>	<input type="text" value="\$181,900"/>

Schools with a higher percentage of poverty must receive a per pupil allocation (PPA) that is at least as high as the PPA of schools with a lower percentage of poverty, either across the LEA or by grade span groupings

Exception

- Small LEAs with enrollment less than 1,000
- LEAs with one school per grade span



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION TO SCHOOLS TAB

School poverty rate is equal to or greater than the LEA poverty average or 35%.

Ranking Order

1. Must Rank First and Serve Above 75% poverty
 - Strictly by poverty rate
 - Without regard to grade span
 - May include high schools 50% or above poverty (New under ESSA)
2. Then Rank and Serve At or below 75% poverty
 - May rank by grade span

A high school with 50% or more poverty may be served before an elementary school with higher poverty.

Exceptions:

Total enrollment < 1,000

LEAs with one building per grade span



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION



ALLOCATION TO SCHOOLS TAB

Example –ranking per grade span

Above 75% : By poverty, regardless of grade span ~Mandatory~	LI %	PPA	
Lincoln Elementary School K-5	90.00%	\$700	} Mandatory
Jackson High School 9-12	89.00%	\$690	
Grant Middle School 6-8	75.01%	\$650	
Above 50%: High Schools Only (new) ~Optional~		PPA	
Middleton High School 9-12	55.00%	\$600	} <i>Yes, you may serve a HS with lower poverty before an Elementary School with higher poverty!</i>
River High School 9-12	50.01%	\$550	
Other Schools ~Per Grade Span~		PPA	
Green Tree Middle School 6-8	73.00%	\$500	} Per grade span 6-8
Apple Tree Middle School 6-8	50.00%	\$490	
Jefferson Elementary K-5	69.00%	\$550	} Per grade span 9-12
Adams High School 9-12	50.00%	\$400	
Washington High School 9-12	49.00%	\$300	

ALLOCATION TO SCHOOLS TAB

Example: Ranking across entire LEA regardless of grade span

Above 75% : By poverty, regardless of grade span	LI %	PPA	 <i>Mandatory</i>
Lincoln Elementary School K-5	90.00%	\$700	
Jackson High School 9-12	89.00%	\$690	
Grant Middle School 6-8	75.01%	\$650	 <i>Across the LEA regardless of grade span</i>
All Other Schools 75% or below		PPA	
Green Tree Middle School 6-8	73.00%	\$750	
Jefferson Elementary K-5	69.00%	\$690	
Middleton High School 9-12	55.00%	\$550	
River High School	50.01%	\$400	
Apple Tree Middle School	50.00%	\$350	
Adams High School 9-12	50.00%	\$350	
Washington High School 9-12	49.00%	\$300	

TITLE I-A IMPROVING BASIC PROGRAMS

ALLOCATION TO SCHOOLS TAB

School	# Low Income Students / # Children in Attendance Area	School Eligibility / Type of Program / School Improvement Status	Total PPA	Allocation	Total School Allocation
Name: LEWIS AND CLARK ELEMENTARY (0076) Grades: PK,KG,1,2,3,4,5,EC	Low Income Students: <input type="text" value="390"/> Children in Attendance Area: <input type="text" value="515"/> % Low Income: 75.73 %	School Eligibility: <input type="text" value="Eligible"/> Program Type: <input type="text" value="Schoolwide"/> School Improvement: <input type="text" value="Missed"/>	<input type="text" value="\$466"/>	<div> Suggested: <input type="text" value="\$190,385"/> </div> <div> Actual: <input type="text" value="\$181,900"/> </div>	<input type="text" value="\$181,900"/>

The LEA enters the “Actual” amount based on the school’s program needs. That becomes the “Total School Allocation” amount.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

EQUITABLE SERVICES

2017-2018

[Change Year](#)

[Prior year \(new window\)](#)

CALDWELL
DISTRICT (132)

(read only)

Status: Not Submitted

[Equitable Services](#)

[Title I-A Improving Basic
Programs](#)

[Consolidated Schoolwide
Budgets](#)

During your work with Equitable Services, you will be going between the Equitable Services page and the Allocation and Set-Aside & Allocation to Schools tabs. They are all connected!



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

EQUITABLE SERVICES FOR PRIVATE SCHOOLS

Equitable Services for Private Schools

1. Select all participating Private Schools

2. Add LEA Title I-A Participating Public School

3. Add # of eligible students for each school

BOULDER CREEK ACADEMY(0876)

☐ Remove Private School

Basic Program

Private School Data

Number Low Income Students enrolled in the private school would have attended the selected public school

JEFFERSON MIDDLE SCHOOL(0064)

☐ Remove Public School

WASHINGTON ELEMENTARY SCHOOL(0448)

☐ Remove Public School

SACAJAWEA ELEMENTARY SCHOOL(0457)

☐ Remove Public School

--Select Public School--

☐ Remove Public School

Add Public School

2

3

3

0

Total Students:

8

Total Share:

\$3,528

Total share for Private Schools

Add Private School

a. Number Low Income Students enrolled in private schools:

8

b. Number Low Income Students enrolled in public schools:

5185

c. Total Number Low Income Students (a+b):

5193

d. Title I-A Allocation:

\$2,291,943

e. Title I-A Proportionate Share Percent (d/a):

0.1539 %

f. Title I-A Proportionate Share Amount (d*a/c adjusted for rounding):

\$3,528

Prepopulated from Allocation to Schools tab



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

EQUITABLE SERVICES FOR PRIVATE SCHOOLS

Allocations

	Title I-A	
Allocation for 2017-2018	\$2,291,943	
Carry-over From Previous Year as of 9/30/2017	\$102,000	Limited to no more than 15% of previous year's allocation. Click here to use the Carryover Calculator.
Re-allocation from 2016-2017	\$0	
Total Allocations	\$2,393,943	Total available for 2017-2018 Title I-A programs.

Less Set-Asides

	Title I-A	
Homeless	\$5,730	Based on Need; however the minimum set-aside must be at least ¼ of 1% of the allocation; All LEAs
Neglected ()	\$0	
Parent Involvement	\$22,919	Allocation >= \$500,000 requires 1% Set-Asides. 90% of that amount must go to schools. Optional set aside-if allocation is less than \$500,000.
Teacher Incentives - Optional	\$500	Up to 5% to provide incentives & rewards to teachers to work in Title I schools identified for improvement.
Administrative Costs	\$214,000	Up to 10% of allocation. Additional information will be required if total administration exceeds 10%. Must be budgeted in the Title I-A Budget tab, 100 Salaries and 200 Benefits section.
Equitable Services for Private Schools	\$3,528	Amount set aside to provide Equitable Services to eligible private school children. This amount is calculated and automatically transferred here and to the budget from the Equitable Services page. (Required under ESSA, Sec. 1117(a) (4) (A)(i))
Indirect Costs	\$61,000	Must be budgeted in the Title I-A Budget tab.
Other Activities Description: test	\$290,000	I.e. summer school, professional development, extended day program, early childhood education, transportation for students in foster care.
Total Amount of Set-Asides	\$597,677	

Amount Available to Schools

Title I-A	
\$1,796,266	Total amount allocated to schools on Allocation to Schools tab must agree with this amount.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS CONSOLIDATED SCHOOLWIDE BUDGETS

(read only)

Status: Not Submitted

Equitable Services

Title I-A Improving Basic
Programs

Consolidated Schoolwide
Budgets

Title I-C Education of Migratory
Children

Title II-A Supporting Effective
Instruction

English Learner Program

Title III-A English Language
Acquisition

Title V-A Funding
Transferability (Sec. 5103)

Title V-B Rural Education
Initiative

Combined Budgets

Schools identified as
Consolidated Schoolwide
must also complete the
Consolidated Schoolwide
Budget.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

TITLE I-A BUDGET TAB

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Reports

Guidance, Instructions &
Program Descriptions (Word)
Frequently Asked Questions
(PDF)

2017-2018

Change Year
Prior year (new window)

CALDWELL
DISTRICT (132)

(read only)
Status: Not Submitted

Equitable Services

Title I-A Improving Basic
Programs

Consolidated Schoolwide
Budgets

Title I-C Education of Migratory
Children

Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Certification	Validation Issues
----------------------------	--------------------------	---------------------	----------------	---------------	----------------------

Title I-A Improving Basic Programs for fiscal 2017-2018

Best viewed in 1280 X 1024 resolution.

Allocation for 2017-2018	\$2,291,943
Carry-over From Previous Year	\$0
Re-allocation from 2016-2017	\$0
Total Allocation	\$2,291,943

Obj. Code	Description	Regular Term	Summer Term
100	Salaries	Amount: \$2,215,530	Amount: \$2
	Include Administrative Costs from Allocation & Set-Asides tab	Description: test	Description: t
200	Employee Benefits	Amount: \$1	Amount: \$1
	Include Administrative Costs from Allocation & Set-Asides tab	Description: t	Description: t

For each Object Code section, include the budget and a description. Be specific!

- 100: FTEs by school (certified & classified)
- 200: benefits for FTEs above
- Include Administrative Cost descriptions in 100 & 200. Admin Cost here must match Admin Cost amount in Allocation & Set Asides.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

TITLE I-A BUDGET TAB

300	Purchased Services (non travel)	Amount: \$1 Description: t	Amount: \$1 Description: t
380	Travel Expense	Amount: \$1 Description: t	Amount: \$1 Description: t
400	Supplies and Materials <small>Include Homeless and Parental Involvement set-aside amounts from Allocation & Set-Asides tab</small>	Amount: \$1 Description: t	Amount: \$1 Description: t
500	Capital Objects	Amount: \$1 Description: t	Amount: \$2 Description: t
	Equitable Services for Private Schools	Amount: \$31,184 Description: t	Amount: \$0 Description:
800	Indirect Cost Rate: %	Amount: \$0 Description:	Amount: \$0 Description:
Totals		\$2,246,719	\$8

- 300- Describe the Purchased Services (non travel). Identify the activities, including Professional Development for paraprofessionals.
- 380- Describe the Travel Expenses. Who is going? Where?
- 400- Identify and describe the budget for Supplies and Materials. INCLUDE HOMELESS EDUCATION and PARENT INVOLVEMENT SET ASIDES
- 500- Describe Capital Objects budgeted.
- Equitable Services is pre-populated. Describe services.
- 800- Indirect Cost is pre-populated. LEA's business manager contacts the SDE for the approved rate. Describe expenses.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

TITLE I-A BUDGET TAB

300	Purchased Services (non travel)	Amount: \$1 Description: t	Amount: \$1 Description: t
380	Travel Expense	Amount: \$1 Description: t	Amount: \$1 Description: t
400	Supplies and Materials <i>Include Homeless and Parental Involvement set-aside amounts from Allocation & Set-Asides tab</i>	Amount: \$1 Description: t	Amount: \$1 Description: t
500	Capital Objects	Amount: \$1 Description: t	Amount: \$2 Description: t
	Equitable Services for Private Schools	Amount: \$31,184 Description: t	Amount: \$0 Description:
800	Indirect Cost Rate: %	Amount: \$0 Description:	Amount: \$0 Description:
Totals		\$2,246,719	\$8

- 800- Indirect Cost is pre-populated. LEA's business manager contacts the SDE for the approved rate. Describe expenses.

If you see 0%, this may be in the process of being approved due to the transition to ESSA. For preliminary purposes, set aside an estimate amount in the **Allocation and Set-Asides** tab in the "other" category. Check with your business manager on the status.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

TITLE I-A BUDGET TAB

Costs must be...

necessary

A cost is “necessary” if it is vital or required in order to meet the objectives of the grant or for the grant to be successful.

reasonable

A cost is reasonable if it is necessary to carry out the objectives of the grant, and if it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

allocable

A cost is allocable to a cost objective if the goods or services involved are chargeable or assignable to the cost objective in accordance with the relative benefits received.

<http://www.sde.idaho.gov/federal-programs/shared/fiscal/Title-I-A-Allowable-vs-Unallowable-Manual.pdf>



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

New & Experienced Federal Programs Director Meeting

National Title I Conference

Family & Community Engagement Conference

Danielson Framework

For Teaching Trainings

NAEHCY Homeless Conference

WIDA National Conference

National Migrant Ed Conference



These
are just
a few.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

FISCAL SELF ASSESSMENT



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

FISCAL SELF ASSESSMENT

CFR 200.331 (b) requires the SDE to

evaluate **each subrecipient's risk** of noncompliance
with Federal statutes, regulations....



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

FISCAL SELF ASSESSMENT

Beta

2017-2018

Change Year

Prior year (new window)

POST FALLS
DISTRICT (273)

Status: Not Submitted

Equitable Services

Fiscal Self Assessment

Title I-A Improving Basic
Programs

Consolidated Schoolwide
Budgets

Title I-C Education of Migratory
Children

Title II-A Supporting Effective
Instruction

English Learner Program

Title III-A English Language
Acquisition

Title III-A Immigrant Education



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

FISCAL SELF ASSESSMENT

- Total 6 questions
- Multiple choice answers (YES, NO or NOT SURE)
- Description is not mandatory
- No need to attach documents

Time and Effort Reporting and Certification

Explanation of the Requirement:

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities.

(2 CFR 200.430, 200.403).

Types of Documents:

Semi-annual certification (single cost objective 100%)

Personnel Activity Reports (PARs) (multiple cost objectives)

Substitute system (multiple cost objectives with predetermined, set schedule.)

Does the LEA have a Time and Effort process in place?

☒ YES

☐ NO

☐ NOT SURE



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Schoolwide Program

☐ mark NA if the LEA does not have any Schoolwide Programs

Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Schoolwide reform strategies address the needs of all students, particularly low-achieving and at-risk students and those who are historically underserved
<input type="radio"/>	<input checked="" type="radio"/>	Reform strategies include a process to determine if students' needs have been met
<input type="radio"/>	<input checked="" type="radio"/>	Evidence-Based strategies and interventions are used to provide a well-rounded education and improve student outcomes.
<input type="radio"/>	<input checked="" type="radio"/>	High quality professional development is provided to teachers, principals, paraprofessionals
<input type="radio"/>	<input checked="" type="radio"/>	Parents are involved in the planning, review, and improvement of the Schoolwide Program plan
<input type="radio"/>	<input checked="" type="radio"/>	Elementary programs assist preschool students transitioning from early childhood programs to the Schoolwide Programs
<input type="radio"/>	<input checked="" type="radio"/>	All schoolwide programs have an annual evaluation process in place to evaluate the effectiveness of the program in increasing student achievement.
<input type="radio"/>	<input checked="" type="radio"/>	All teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements , including any requirements for certification obtained through alternative routes to certification (ESSA 1111,(g)(2)(J)).

Explain any strategies marked No

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SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Targeted Assistance Programs

☐ mark NA if the LEA does not have any Targeted Assistance Programs

Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Children in a Targeted Assistance Program are identified and ranked using multiple educational objective criteria
<input type="radio"/>	<input checked="" type="radio"/>	Participating Schools use Evidence-Based strategies and interventions to provide a well-rounded education and improve student outcomes.
<input type="radio"/>	<input checked="" type="radio"/>	Curriculum and effective instructional strategies for eligible students minimize removing children from the regular school hours for instruction
<input type="radio"/>	<input checked="" type="radio"/>	High quality professional development is provided to teachers, principals, paraprofessionals
<input type="radio"/>	<input checked="" type="radio"/>	Progress of participating children is reviewed on an ongoing basis and program is revised if necessary to provide additional assistance to eligible children
<input type="radio"/>	<input checked="" type="radio"/>	All teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification (ESSA 1111, (g)(2)(J)).

Explain any strategies marked No




SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Paraprofessionals		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	A teacher plans the instructional activities for the paraprofessional.
<input type="radio"/>	<input checked="" type="radio"/>	A teacher evaluates the achievement of the students.
<input type="radio"/>	<input checked="" type="radio"/>	The paraprofessional works in close and frequent proximity to the qualified teacher.
Explain any strategies marked No		
<div><div></div><div>^</div><div>v</div></div>		




SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Equitable Services to Private Schools		
<input type="checkbox"/> mark NA if the LEA does not have any Private Schools		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	The LEA has consulted with private school official(s) about the Intent to Participate (Intent to Participate Form has been sent to SDE)
<input type="radio"/>	<input checked="" type="radio"/>	Allocation of funds for equitable services is part of the consultation process and allocations are based on the proportionate share.
<input type="radio"/>	<input checked="" type="radio"/>	A needs assessment is conducted for each private school to determine the private school's program design
<input type="radio"/>	<input checked="" type="radio"/>	Parental involvement activities are discussed with private school officials as part of the consultation process
<input type="radio"/>	<input checked="" type="radio"/>	Professional development activities are planned
<input type="radio"/>	<input checked="" type="radio"/>	A program assessment is designed to assess the progress of the program
<input type="radio"/>	<input checked="" type="radio"/>	The Affirmation of Consultation Form has been sent to SDE
Explain any strategies marked No		
<div><input type="text"/></div>		



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Homeless Education		
Yes	No	Strategy
<input checked="" type="radio"/>	<input type="radio"/>	The Homeless set-aside is based on a needs assessment to identify and serve children and youth who are homeless in the district. Minimum set-aside is ¼ of 1%
<input checked="" type="radio"/>	<input type="radio"/>	A Homeless liaison has been appointed at the district level and has sufficient time to preform required duties as outlined in ESSA.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA Homeless education policy has been adopted by the governing board and reviewed annually to include all required components.
<input checked="" type="radio"/>	<input type="radio"/>	Two processes are in place to identify homeless school-age children - one at the time of enrollment and one during the school year
<input checked="" type="radio"/>	<input type="radio"/>	All school level, nutritional, custodial, and transportation staff are trained on the requirements of Title IX, Homeless Education.
<input checked="" type="radio"/>	<input type="radio"/>	Homeless children receive Title I services regardless of their attendance in a Title I served building
<input checked="" type="radio"/>	<input type="radio"/>	The LEA has a multi-tier homeless education dispute resolution process in place. The process complements the State Homeless Education dispute resolution process
<input checked="" type="radio"/>	<input type="radio"/>	The LEA provides homeless families, children and youth a full and equal opportunity to succeed and to receive the educational and transportation services for which they are eligible. The LEA will provide notice to parents and the public in general of the educational rights and opportunities of homeless children.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA assists with funding costs that may not be taken care of by other programs which may include, but are not limited to, personal and school supplies, tutoring, school fees and other educational costs, clothing and uniform costs, and other services.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA has clear procedures in place to ensure that homeless students receive assistance from counselors to advise them, prepare them for college, and improve their readiness for college. This includes unaccompanied homeless youths being informed of their right to file as independent on the FASFA.
<input checked="" type="radio"/>	<input type="radio"/>	The LEA has clear procedures in place to ensure that homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.
Explain any strategies marked No		
<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 50px; height: 50px; margin-right: 10px; display: flex; align-items: center; justify-content: center;">▶</div> <div style="flex-grow: 1; border-bottom: 1px solid black;"></div> <div style="margin-left: 10px; text-align: center;"> ⬆ ⬇ ⬆ </div> </div>		



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Parent Involvement Activities		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	The Local Education Agency (LEA) has adopted a Family Engagement Policy. The policy must describe how the Local Education Agency (LEA) will: Develop a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually evaluate policy, Include evidence-based strategies.
<input type="radio"/>	<input checked="" type="radio"/>	Each school has adopted a Family Engagement Policy and distributed it to parents. The policy must describe how the school will: Develop and implement a Title I-A plan, Build capacity to improve academic achievement, Coordinate with other programs, Annually review and evaluate policy with parent input, Include evidence-based strategies.
<input type="radio"/>	<input checked="" type="radio"/>	Schoolwide and Targeted Assistance Programs have a school-parent compact with the following minimum required elements: Parent-teacher conferences (at least annually), Frequent reports to parents on their child's progress, Reasonable access to staff, Opportunities to volunteer and participate in their child's education.
<input type="radio"/>	<input checked="" type="radio"/>	An annual meeting is conducted to explain Title I and the right of parents to be involved.
<input type="radio"/>	<input checked="" type="radio"/>	If the Local Education Agency (LEA) has set aside Parent Involvement funds, 90% of these funds are distributed to participating schools.
Explain any strategies marked No		
<div style="border: 1px solid black; height: 40px; position: relative;"> <div style="position: absolute; left: 5px; top: 5px; width: 30px; height: 30px; background: linear-gradient(to right, transparent 48%, #ccc 48% 52%, #ccc 52%);"></div> <div style="position: absolute; right: 5px; top: 5px; width: 20px; height: 20px; text-align: center;"> ^ v </div> </div>		




SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Parents Right-to-Know Requirements		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	At the start of each school year, the Local Education Agency (LEA) notifies parents in all participating schools that they may request information regarding the professional qualifications of student's classroom teachers and paraprofessionals.
Explain any strategies marked No		
<div><input type="text"/></div>		




SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

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TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Schools identified for School Improvement	
Previously identified priority and focus schools may have remaining school improvement funds and continue implementing improvement strategies during the 2017-18 school year. Comprehensive Support school identification will occur during the 2017-18 school year. Targeted Support school identification will occur during the 2018-19 school year.	
Yes No	Strategy
<input type="radio"/> <input checked="" type="radio"/>	Each school identified as a priority school or a focus school continues to implement interventions applicable to the school.
Provide an explanation if strategy is marked No	
<div></div>	





SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Other Set-Asides		
<input type="checkbox"/> mark NA if the LEA does not have any Other Set-Asides identified on the Allocation & Set-Asides tab, Other Activities section		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Summer School
<input type="radio"/>	<input checked="" type="radio"/>	Extended Day
<input type="radio"/>	<input checked="" type="radio"/>	Extended Year
<input type="radio"/>	<input checked="" type="radio"/>	Instructional Coach
<input type="radio"/>	<input checked="" type="radio"/>	Additional Professional Development or professional development for highly qualified teachers and paraprofessionals and/or private schools
<input type="radio"/>	<input checked="" type="radio"/>	Other
Briefly describe any Activity marked Yes above		
<div><div></div><div></div></div>		



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Teacher Incentive Set-Asides (Optional)

☐ mark NA if the LEA has not set-aside any funds for Teacher Incentive on the Budget Page

Briefly describe how the teacher incentive set-aside funds are being used







SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

ACTION PLAN TAB

Foster Care		
Yes	No	Strategy
<input type="radio"/>	<input checked="" type="radio"/>	Designate staff personnel to be the Foster Care Liaison to work collaboratively with Idaho Health & Welfare representatives in making the best interest determination for a foster care student.
<input type="radio"/>	<input checked="" type="radio"/>	Provide educational stability for students in foster care by keeping these students in their schools of origin, unless it is collaboratively determined to be in their best interest to change schools.
<input type="radio"/>	<input checked="" type="radio"/>	Each foster care student is individually assessed on a case by case basis through a structured decision making process that includes the Local Education Agency (LEA) Foster Care Liaison, Idaho Health & Welfare Social Worker, pertinent school personnel, foster parent/guardian, and the student.
<input type="radio"/>	<input checked="" type="radio"/>	Collaborate with Idaho Health & Welfare to ensure that transportation for students in foster care is provided, arranged, and funded.
<input type="radio"/>	<input checked="" type="radio"/>	Ensure that a student in foster care is immediately enrolled in his or her new school even if the student does not have the required documentation. The enrolling school must contact the student's prior school for relevant records.
<input type="radio"/>	<input checked="" type="radio"/>	Manage transportation and certify that student in foster care remains in his or her school of origin while disputes are being resolved.
Explain any strategies marked No		
<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="border: 1px solid black; width: 90%; height: 30px; position: relative;"> <div style="position: absolute; left: -20px; top: 50%; transform: translateY(-50%); width: 20px; height: 20px; background: linear-gradient(to right, transparent 48%, #ccc 48% 52%, #ccc 52%);"></div> <div style="position: absolute; right: -20px; top: 50%; transform: translateY(-50%); width: 20px; height: 20px; background: linear(to right, #ccc 48% 52%, transparent 52%);"></div> </div> <div style="width: 10%; text-align: center;"> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 0 auto; background: linear(to top, transparent 48%, #ccc 48% 52%, #ccc 52%);"></div> <div style="border: 1px solid black; width: 10px; height: 10px; margin: 0 auto; background: linear(to top, #ccc 48% 52%, transparent 52%);"></div> </div> </div>		



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

CERTIFICATION TAB

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2017-2018

[Change Year](#)

[Prior year \(new window\)](#)

**CALDWELL
DISTRICT (132)**

Status: Not Submitted

[Equitable Services](#)

[Title I-A Improving Basic](#)

Allocation & Set Asides	Allocation to Schools	Title I-A Budget	Action Plan	Certification	Validation Issues
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Title I-A Improving Basic Programs for fiscal 2017-2018

Best viewed in 1280 X 1024 resolution.

Title I-A Improving Basic Programs Sec 1112 (c)(1)-(7) and Sec 8538.

Certified By: efeather@edu.id
Certified Date: 3/16/2017

☒ The Local Educational Agency will commit to the following obligations-

1. Migrant Student Eligibility for Part A- ensure that eligible migratory children and formerly migratory children are selected to receive Title I, Part A services on the same basis as other children;
2. Private School Students- provide services to eligible children attending private schools, and engage in timely and meaningful consultation with private school officials, in accordance with Section 1117;
3. NAEP- participate in the National Assessment of Educational Progress in reading and math in Grades 4 and 8, if selected;
4. Coordination and Integration of Services- Coordinate and integrate Title I, Part A services with other educational services at the district or school level for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless youth in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

CERTIFICATION TAB

Equitable Services
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Title I-C Education of Migratory Children
Title II-A Supporting Effective Instruction
English Learner Program
Title III-A English Language Acquisition
Title III-A Immigrant Education Program
Title V-A Funding Transferability (Sec. 5103)
Multi-Sectoral Education

5. Students in Foster Care- Collaborate with the state or local child welfare agency to designate a point of contact (if required) and develop and implement a clear written procedure on providing transportation to keep foster children in their school of origin when in their best interest, in accordance with statutory requirements;
6. Teacher and Paraprofessional Qualifications- ensure that all teachers and paraprofessionals working in a Title I program meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. Early Childhood Education- ensure any applicable early childhood education services to low-income children comply with the performance standards under Head Start.
8. Timely and Meaningful Consultation. Sec. 1112 (a) (1) (A) (B)- The LEA's plan is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
9. Timely and Meaningful Consultation on issues affecting American Indian (AI) and Alaska Native (AN) students. Sec 8538.- The LEA assures it has had timely and meaningful consultation on issues affecting American Indian (AI) and Alaska Native (AN) students. This applies to LEAs which either:
 - a. has 50 percent or more of its student enrollment made up of AI/AN students
 - or
 - b. received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeds \$40,000

Link to the ESSA Dear Colleague Letter on Tribal Consultation <http://www2.ed.gov/policy/elsec/leg/essa/faq/essafaqtribalconsultation.pdf>
10. Any Local Education Agency (LEA) receiving funding under Title I, Part A, must file with the State Educational Agency an approved plan that is coordinated with the McKinney-Vento Homeless Assistance Act ((20 U.S.C. 1400 et seq.) (Title I-A Section 1112(b).



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

TITLE I-A IMPROVING BASIC PROGRAMS

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2017-2018

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[Prior year \(new window\)](#)

CALDWELL
DISTRICT (132)

Status: Not Submitted

Allocation
& Set Asides

Allocation
to Schools

Title I-A
Budget

Action
Plan

Certification

Validation
Issues

Title I-A Improving Basic Programs for fiscal 2017-2018

Best viewed in 1280 X 1024 resolution.

Note: if you have validation errors that have already been corrected, please click the Save button to revalidate this page.

Title I-A

- Error: Equitable Services has changed, please validate budget

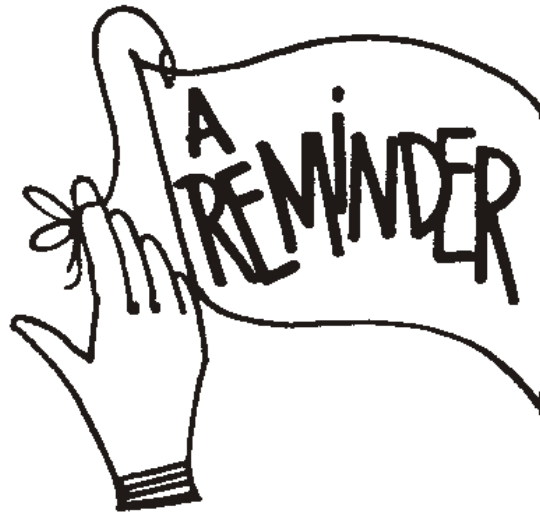


SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

The CFSGA begins as a plan in the spring, but by the time the school year is over, it must reflect the actual activities conducted during the year for each program.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

PLAN SUBMISSION

Submit *only*
after ALL
federal
programs
application
components are
complete.

Clicking on
submit will
notify the SDE.
Otherwise we
won't know it's
ready for
review.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

Don't
forget
to hit
submit!



2017-2018

[Change Year](#)

[Prior year \(new window\)](#)

CALDWELL
DISTRICT (132)

(read only)

Status: Not Submitted

[Equitable Services](#)

[Title I-A Improving Basic
Programs](#)

[Consolidated Schoolwide
Budgets](#)



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

CONSOLIDATED FEDERAL AND STATE GRANT APPLICATION

Status:
Submitted*

* Once you have submitted, the Status will be GREEN.

If you need to revise ...

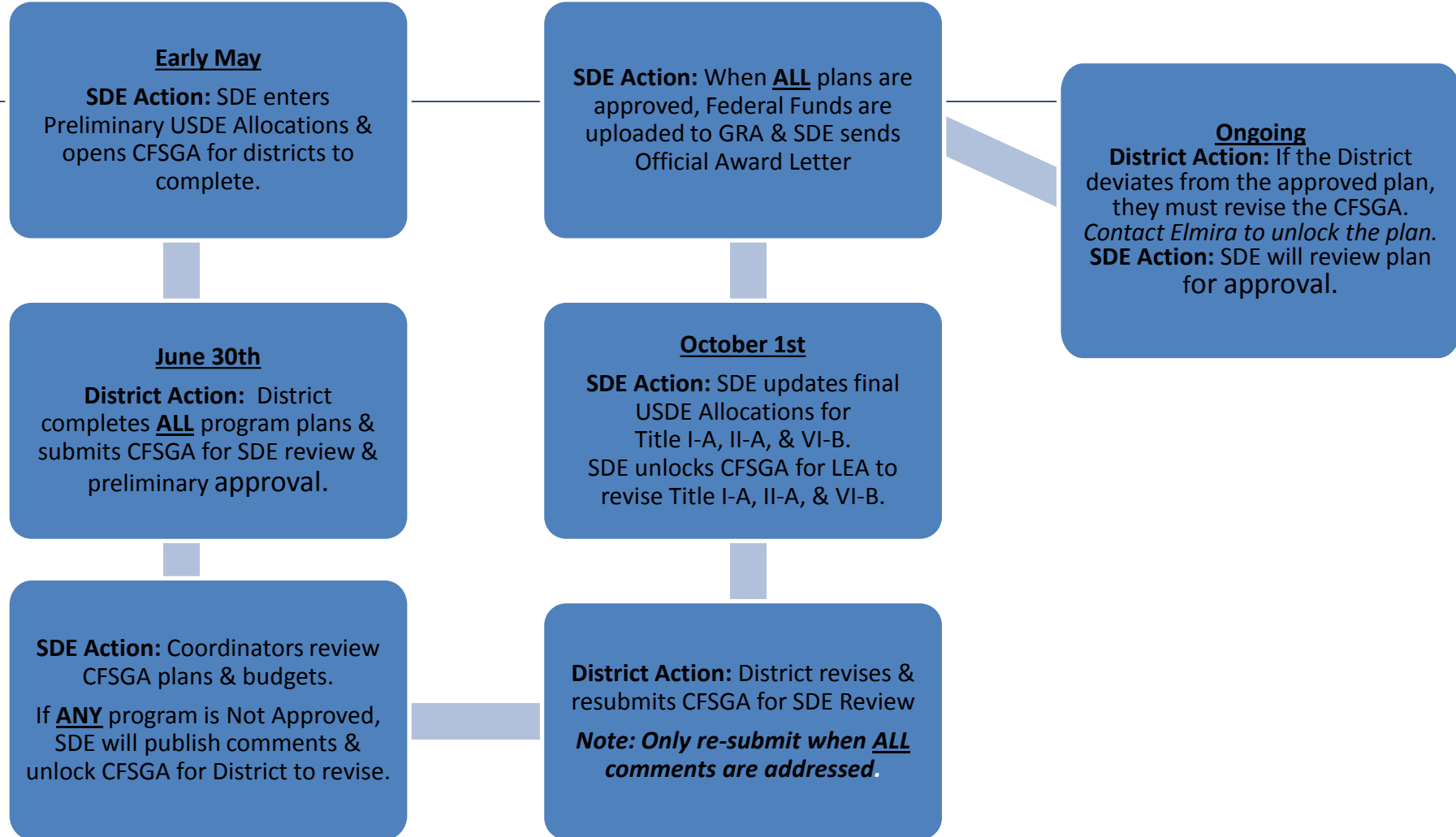
you must contact Elmira Feather to “unlock” your plan.



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

CFSGA APPROVAL PROCESS



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

SDE CONTACT INFORMATION

State Department of Education	Marcia Beckman, Associate Deputy Superintendent	mmbeckman@sde.idaho.gov	208.332.6953
<ul style="list-style-type: none"> ➤ State English Learner Program ➤ Title I-C: Migrant Education Program ➤ Title III: English Learner and Immigrant Student Program 	Dr. Christina Nava, Director	cnava@sde.idaho.gov	208.332.6876
<ul style="list-style-type: none"> ➤ State English Learner Program ➤ Title III: English Learner and Immigrant Student Program 	Alissa Metzler, Coordinator	ametzler@sde.idaho.gov	208.332.6905
Title I-C: Migrant Education Program	Sarah Seamount, Coordinator	sseamount@sde.idaho.gov	208.332.6958
Federal Programs	Karen Seay, Director	kseay@sde.idaho.gov	208.332.6978
Title I-A: Improving Basic Education Program	Kathy Gauby, Coordinator	kgauby@sde.idaho.gov	208.332.6889
Title II-A: Supporting Effective Instruction Program	Teresa Burgess, Coordinator	tburgess@sde.idaho.gov	208.332.6891
<ul style="list-style-type: none"> ➤ Title V-B: Rural Education Initiative ➤ Title IX-A: Homeless Children and Youth Program ➤ Title I-D: Neglected/Delinquent or At-Risk Program 	Tina Naillon, Coordinator	tmnaillon@sde.idaho.gov	208.332.6904
Funding & Fiscal Accountability	Elmira Feather, Coordinator	efeather@sde.idaho.gov	208.332.6900
School Improvement and Support/Educator Effectiveness	Tyson Carter, Coordinator	tcarter@sde.idaho.gov	208.332.6917
Family and Community Engagement (FACE) Foster Care	Jill Mathews, Coordinator	jmathews@sde.idaho.gov	208.332.6855
School Choice Equitable Services for Private Schools	Michelle Clement Taylor, Coordinator & Private Schools Ombudsman	mtaylor@sde.idaho.gov	208.332.6963
Title IV-A Student Support and Academic Enrichment	Matt McCarter	mamccarter@sde.idaho.gov	208.332.6961



SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION